**Grade-Level Data Collection: Fifth Grade Team**

1. Discuss where you are as a group. What’s going well? What’s not? What stumbling blocks are you encountering? Etc…
2. List all the ways you gather assessment information.
3. Why is it important that students gather in a common place to receive their mini lesson?
4. What makes assigning writing partners and important piece of the lesson?
5. What things are you finding particularly stressful during conferences with students?
6. What would you like Carl to specifically address during our session with him on August 4th?
7. Think about and discuss how next year will be different and what you will do differently for students since they have had a full year of writer’s workshop.
8. Make some serious decisions about who will represent your grade-level team this summer during the writing institute. Some people have already come forward and committed to attending. Discuss this and share this with the group so everyone is aware and communication throughout the team is on-going.
9. Complete the following chart to further describe each teacher’s need(s) for support.

*Label with* I*=Immediately,* S*=Soon, or* L*=Later*

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| **Teacher’s Name:** | **Area of Need:** |
| **Ex:** Daphne Snook | Conferencing notes (S) |
| D. Aucker | Conferencing with a small group and utilizing small group notes, adjusting the time of mini-lessons to allow for more time writing |
| C. Aucker | Conferencing, staying on track with mini-lesson and time |
| C. Balliet | Conferencing, keeping min-lessons shorter |
| M. Bogar | Conferencing, discussing monthly writing prompts and W.W. Correlation |
| S. Hawk | Conferencing, length of mini-lessons |
| J. Brown | Amount of time taken during a mini-lesson |
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1. Work on your grade-level To-Do list, which will help keep your group progressing through needs so that each time your team has an opportunity to work together you know exactly what you will do to keep moving forward.